

KYAE Common Core Standards

# Unpacking Chart for Foundational Skills Standards (K-5)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
Print Concepts RFK.1 Demonstrate understanding of the organization and basic features of print					
a. Follow words from left to right, top to bottom, and page by page	Follow	words	from left to right, top to bottom and page by page	Remembering	Teacher will give an appropriate leveled text to the students and ask them to read with their fingers tracking form left to right, return sweep and asking, "Where do we go next?", when coming to the bottom of the page.
b. Recognize that spoken words are represented in written language by specific sequences in letters	Recognize	spoken words are represented in written language	by specific sequences in letters	Remembering	The teacher will give the student letter cards, then say a CVC word and then ask them to make the words.
c. Understand that words are separated by spaces in print	Understand	words are separated by spaces	in print	Remembering	The teacher will read a poem on a chart and have the student follow along with a pointer; pointing to each word to make sure the spoken word and the printed words "match".

d. Recognize and name all the upper and lower case letters in the alphabet.	Recognize and name	all the lower and upper case letters	in the alphabet	Remembering	The teacher will present a paper with the upper and lower case alphabet in random order. The student must name the letters in a fast and fluent manner.
Phonological Awareness RFK.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)					
a. Recognize and produce rhyming words	Recognize and produce	rhyming words		Applying	The students will make up funny rhymes that rhyme with their names or names in their family.
b. Count, pronounce, blend and segment syllables in spoken words	Count, pronounce, blend and segment	syllables	in spoken words	Applying	The teacher will recite two, three and four syllable words to the students. The students will say each word, clap each syllable, and count the number of syllables. Then the students will blend the syllables to say the whole word.
c. Blend and segment onsets and rimes of single-syllable spoken words	Blend and segment	onset and rimes	of single –syllable spoken words	Applying	The teacher will give the onset of a word (e.g., /m/) and then the rime (e.g., /at/) and the students will blend the two parts together to say the whole word. Then the students will say another given CVC word (e.g., hat) and segment it into the onset and rime.

d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words* this does not include CVC's ending with /l/, /r/, or /x/)	Isolate and pronounce	initial , medial vowel and final sounds	in three-phoneme words (CVC words)	Applying	The teacher will say a real or nonsense CVC word to the students. The student will say the first, middle and last sound by pushing a chip forward for each sound.
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Add or substitute to make	individual sounds (phonemes) new words	in simple one-syllable words	Applying	The teacher will say a word (e.g., /in/) and ask the students to add a sound (e.g., /p/) to the beginning of the word to make a new word. Then the teacher will ask the students to change the first sound in a word (e.g., /pin/) to a new sound (e.g., /t/) and say the new word.

#### Phonics and Word Recognition

RFK.3 Know and apply grade-level phonics and word analysis skills in decoding words

a. Demonstrate basic knowledge of one-to-one letter – sound correspondence by producing the primary or many of the most frequent sounds for each consonant.	Demonstrate basic knowledge by producing	of one- to one letter sound correspondences  the primary or many of the most frequent sounds	for each consonant	Remembering	The teacher will show a letter to the student and they will give the sound of each letter.
b. Associate the	Associate	the long and short	for five major	Remembering	Given a series of CVC

long and short sounds with common spellings (graphemes) for the five major vowels.		sounds with common spellings (graphemes)	vowels		words (e.g., mat) the student should be able to read the word and identify the short vowel sound and after adding an <i>e</i> to the same word (e.g., mate), the student will read the word and identify the long vowel sound.
c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is are, do, does)	Read	common high frequency words		Remembering	The teacher will present a list of Kindergarten high frequency words (e.g., Dolch). The student will read each word fast and fluent with 96% accuracy.
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ	Distinguish  by identifying	between similarly spelled words  the sounds	of the letters that differ	Applying	Students will read words and underline the letters that make the words different (e.g., look, book, mad, mat).
RFK.4 Fluency  Read emergent-reader texts with purpose and understanding	Read	emergent-reader texts	with purpose and understanding	Applying	When presented with emergent text, the student will read the text accurately and orally answer literal comprehension questions.
Print Concepts RF1.1 Demonstrate understanding of the organization and basic features of print					
a. Recognize the distinguishing features of a sentence (e.g. first word, capitalization,	Recognize the distinguishing	features of a sentence		Remembering	The teacher will present a simple text to a student and ask him or her to point to the first word in a

ending punctuation)					sentence, point to a capital letter and point to ending punctuation.
Phonological Awareness RF1.2 Demonstrate understanding of spoken words, syllables, and sounds, (phonemes)					
a. Distinguish long from short vowel sounds in spoken single-syllable words.	Distinguish	long from short vowel sounds	in spoken single - syllable words	Remembering	The teacher will present pictures that help students remember the sounds of long and short vowels. These pictures will be referred to whenever the vowels are presented (e.g., A - apple -ape, E - egg , eagle, I - Indian - ice cream). Then the teacher will say long and short vowel words and then students will identify the vowel sound.
b. Orally produce single-syllable words by blending sound (phonemes) including consonant blends	Orally produce  by blending	single -syllable words  sounds(phonemes)	including consonant blends	Applying	The teacher will demonstrate hearing the sounds in words by raising a finger for each sound, including consonant blends. Students will follow the lead and orally produce single -syllable words given by the teacher.
c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single -syllable words.	Isolate and pronounce	initial, medial vowel and final sounds (phonemes)	in spoken single syllable words	Applying	The teacher will say single syllable words to the students. The student will say the first, middle and last sound by pushing a chip forward for each sound.

d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)	Segment	spoken single-syllable words	into complete sequence of individual sounds (phonemes)	Applying	Students will be given a single syllable word (e.g., make) and push a chip forward for each sound in the word.
Phonics and word Recognition RF1.3 Know and apply grade-level phonics and word analysis skills in decoding words					
a. Know the spelling - sound correspondences for common consonant diagraphs	Know	spelling-sound correspondences	for common consonant diagraphs	Remembering	Students will take letter cards with common consonant diagraphs/vowels and make simple words using the cards as the teacher dictates the words to them. The students write the words on a chart.
b. Decode regularly spelled one-syllable words	Decode	regularly spelled one-syllable words		Applying	Students will take letter cards and show the letters that make up a given one syllable word. After showing the cards they will write each word to confirm.
c. Know final-e and common vowel team conventions for representing long vowel sounds	Know	final e and common vowel conventions	for representing vowel sounds	Applying	After teacher demonstration of the effects of the "magic e", students will change simple CVC words (e.g., hat-hate, cap-cape, con-cone) to words with a silent e at the end.
d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed	Use knowledge  to determine	every syllable must have a vowel sound  the number of syllables	  in a printed word	Applying	Students will take two to three syllable words, underline the single vowels and vowel teams, (e.g., ea, oa) and then split the word into syllables

word					based on the number of vowels or vowel teams found in each word.
e. Decode two-syllable words following basic patterns by breaking the words into syllables	Decode  by breaking	two syllable words following basic patterns  words into syllables		Applying	Students will take two to three syllable words , underline the single vowels and/or vowel teams, (e.g. ea, oa) and then split the word into syllables based on the number of vowels or vowel teams found in each word
f. Read words with inflectional endings	Read	words	with inflectional endings	Applying	Students will be given a list of words with different inflectional endings to read aloud to class.
g. Recognize and read grade-appropriate irregularly spelled words	Recognize and read	grade appropriate irregularly spelled words		Remembering	Students will read first grade sight words (e.g., Dolch) quickly and fluently with 96% accuracy.
Fluency RF1.4 Read with sufficient accuracy and fluency to support comprehension					
a. Read on -level text with purpose and understanding	Read	on level text	with purpose and understanding	Applying	Students will read on-level text with 96% accuracy and be able to answer 2-3 comprehension questions.
b. Read on-level text orally with accuracy appropriate rate, and expression on successive readings	Read	on level text orally with accuracy, appropriate rate, and expression	on successive readings	Applying	Students will participate in Reader's Theater, choral reading and partner reading.
c. Use context to confirm or self-correct word recognition and understanding, rereading	Use context to confirm or self correct	word recognition and understanding,	rereading as necessary	Applying	Students will try to meet the goal of a self correction rate of 1:2 words, by rereading, and making sure the text

as necessary.					makes sense and sounds right.
Phonics and Word Recognition					
RF2.3 Know and apply grade-level phonics and word analysis skills in decoding words					
a. Distinguish long and short vowels when reading regularly spelled one-syllable words	Distinguish  when reading	long and short vowels  regularly spelled one-syllable words		Remembering	Students will be asked to give a thumbs up signal when the teacher reads a word with a long vowel sound and a thumbs down signal when the teacher reads a word with a short vowel sound.
b. Know spelling -sound correspondences for additional common vowel teams	Know	spelling -sound correspondences	for additional common vowel team words	Applying	Students will use a word sort and put words into groups that have common vowel teams (e.g., moon, look, bird, turn).
c. Decode regularly spelled two-syllable words with long vowels	Decode	regularly spelled two-syllable words	with long vowels	Applying	Students will write two syllable words with long vowels , explaining how the vowel becomes long by looking for the silent e at the end of the word and words that contain double vowels , such as oa , ai, and ea.
d. Decode words with common prefixes and suffixes	Decode	words	with common prefixes and suffixes	Applying	Students will be able to recognize the prefix and suffix that appears on a word and explain how the meaning of the word has changed because of the addition of the prefix or suffix.
e. Identify words with inconsistent but common spelling -sound	Identify	words	with inconsistent , but common spelling sound	Applying	Students will be able to sort words by the inconsistent spelling



correspondences			correspondences		sounds (e.g., ir, ur, er words).
f. Recognize and read grade-appropriate irregularly spelled words	Recognize and read	grade-appropriate irregularly spelled words		Remembering	Students will read second grade (e.g., Dolch) words with 96% accuracy and fluently.
Fluency RF2.4 Read with sufficient accuracy and fluency to support comprehension					
a. Read on level text with purpose and understanding	Read	on-level text	with purpose and understanding	Applying	Students will read on-level text with 96% accuracy and be able to answer 2-3 comprehension questions. 100 WPM is the goal
b. Read on-level text orally with accuracy , appropriate rate, and expression on successive readings	Read	on- level text orally with accuracy, appropriate rate, and expression	on successive readings	Applying	Students will participate in Reader's Theater , choral reading and partner reading
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Use context to confirm or self correct	word recognition and understanding,	rereading as necessary	Applying	Students will try to meet the goal of a self correction rate of 1:2 words, by rereading, and making sure the text makes sense and sounds right.
Grade 3 Phonics and Word Recognition RF3.3 Know and apply grade-level phonics and word analysis in decoding words					
a. Identify and know the meaning of the most common prefixes and derivational suffixes	Identify and know	the meaning of the most common prefixes and derivational suffixes		Applying	Students will fill out a grid with the most common prefix and suffix meanings. The prefixes, suffixes and their meanings will be written on index cards and

					then used to play a matching game.
b. Decode words with common Latin suffixes	Decode	words	with common Latin suffixes	Applying	Students will use the prefix and suffix sheet to decode and define words that contain prefixes and suffixes. Then they will use each word in a sentence.
c. Decode multisyllable words	Decode	multisyllable words		Applying	Students will divide words into syllables by first finding the vowels/vowel teams in each word, splitting consonant pairs , any prefixes, suffixes, etc..
d. Read grade - appropriate irregularly spelled words	Read	grade-appropriate irregularly spelled words		Remembering	Students will read third grade (e.g., Dolch) words with 96% accuracy quickly and fluently.
Fluency RF3.4 Read with sufficient accuracy and fluency to support comprehension					
a. Read on-level text with purpose and understanding.	Read	on level text	with purpose and understanding	Applying	Students will read on-level text with 96% accuracy and be able to answer 2-3 comprehension questions. Goal is 110-135 wpm
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	Read	on level prose and poetry orally with accuracy, appropriate rate and expression	on successive readings	Applying	Students will participate in Reader's Theater , choral reading and partner reading
c. Use context to confirm or self-correct word recognition and understanding rereading as necessary	Use context to confirm or self-correct	word recognition and understanding	rereading as necessary	Applying	Students will try to meet the goal of a self correction rate of 1:2 words, by rereading, and making sure the text makes sense and sounds

					right.
Grade Four Phonics and Word Recognition RF4.3 Know and apply grade -level phonics and word analysis skills in decoding words					
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g. roots and affixes) to read accurately unfamiliar multisyllabic words i context and out of context.	Use combined knowledge  to read accurately	of all letter-sound correspondences, syllabication patterns and morphology  unfamiliar multisyllabic words	in context and out of context.	Applying	Teacher will review syllabication patterns (e.g., closed syllable, open syllable, magic e, vowel team, bossy R, diphthongs and consonant-le ) in order to decode words. Students will use the knowledge to divide and sound out unknown words.
RF4.4 Fluency Read with sufficient accuracy and fluency to support comprehension					
a. Read on-level test with purpose and understanding.	Read	on level text	with purpose and understanding	Applying	Students will read on-level text with 96% accuracy and be able to answer 2-3 comprehension questions. Goal is 140 wpm
b. Read on -level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Read orally	on level prose and poetry with accuracy, appropriate rate, and expression	on successive readings	Applying	Students will participate in Reader's Theater , choral reading and partner reading

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary	Use context to confirm or self correct	word recognition and understanding,	rereading as necessary	Applying	Students will try to meet the goal of a self correction rate of 1:2 words, by rereading, and making sure the text makes sense and sounds right.
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Grade Five

Phonics and Word Recognition

RF5.3 Know and apply grade level phonics and word analysis skills in decoding words.

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Use  to read accurately	combined knowledge of letter - sound correspondences, syllabication patterns and morphology  unfamiliar multisyllabic words	in context and out of context	Applying	Teacher will review syllabication patterns (e.g., closed syllable, open syllable, magic e vowel team bossy R, diphthongs and consonant-le ) in order to decode words.
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RF5.4

Fluency

Read with sufficient accuracy and fluency to support comprehension

a. Read on level text with purpose and understanding	Read	on level text	with purpose and understanding	Applying	Students will read on-level text with 96% accuracy and be able to answer 2-3 comprehension questions. Goal is 160 WPM
b. Read on -level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Read	on-level prose and poetry with accuracy, appropriate rate, and expression	on successive readings	Applying	Students will participate in Reader's Theater , choral reading and partner reading,
c. Use context to confirm or self -correct word recognition and understanding, rereading as necessary.	Use context to confirm or self correct	word recognition and understanding	rereading as necessary	Applying	The teacher will show students how to use context clues signals while reading (e.g., commas, definition signal words, synonyms and antonyms).